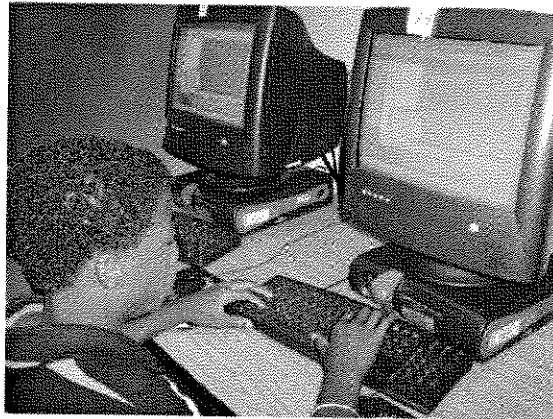


# Five-Year Technology Plan (2010-2014)



## Calhoun County School District

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## **DISTRICT PROFILE**

- **Number of schools in the district**

- Sandy Run K-8 School
- St. Matthews K-8 School
- Calhoun County High School

**TOTAL** 3

- **Number of students enrolled in district schools:**

- Sandy Run K-8 School: 583
- St. Matthews K-8 School: 689
- Calhoun County High School: 448

**TOTAL** 1,720

- **Percentage of students eligible for free and reduced lunches:**

- Sandy Run K-8 School: 68.27%
- St. Matthews K-8 School 93.61%
- Calhoun County High School 87.5%

- **Number of English as a Second Language (ESL) students:**

- Sandy Run K-8 School 18
- St. Matthews K-8 School: 30
- Calhoun County High School: 4

**TOTAL** 52

- **Number of dropouts:**

- Guinyard Elementary School 0
- Sandy Run Elementary School 0
- John Ford Middle School 0
- Calhoun County High School 5

**TOTAL** 5

- **Graduation rate:** 80.2%

- **District E-rate discount:** 89%

## EXECUTIVE SUMMARY

It is apparent in nearly every field of work that technology is a driving force in the world around us. Technology is a vital tool that will prepare our students with the necessary skills to excel and compete in a global community. In guidelines provided by the South Carolina State Department of Education, we realize that for technology awareness to resonate throughout the environment, we need to reinforce technology competency in our teachers, our community, and our homes. This equation undeniably prepares our students, teachers, and community for the future.

“... In the same manner that the alphabet and movable type changed everything about work and living in the decades after they were invented, the invention of the computer is changing and will continue to change our lives and our children’s lives dramatically.”<sup>A</sup>

To survive in the 21<sup>st</sup> century, people need to be computer savvy. While schools should serve as the catalyst for teaching the basics of technology, it takes more. Schools can buy more computers, servers and interactive boards, or build expansive networks, use distance learning labs, and top-of-the-line software, but they’re only ingredients. The key is integrating these things into the learning experience so that learning is enhanced, and achievement is accelerated. The end result will be students with all the technology skills they need to make their dreams come true. Truly successful integration goes beyond installing software or connecting wires; it involves a collaborative effort from individual teachers, administrators, and parents to make that happen.

After setting the stage for a new strategic plan that uses goals-based, measurable activities, the *Calhoun County Public Schools Technology Plan 2010 - 2014* presents five core technology dimensions that must be addressed in order for us to begin improving student achievement through the use of technology as an integrated tool. All strategic actions are designed to increase student achievement through the effective integration of technology into the core curriculum. Measurable goals, objectives and strategies, an action list, an evaluation plan, and benchmarks are given for each core technology dimension.

In accord with the State Department of Education, we plan on enriching the technology awareness of Calhoun County by approaching five different dimensions:

- I. Learners and their Environment
- II. Professional Capacity
- III. Instructional Capacity
- IV. Community Connections
- V. Support Capacity

These dimensions, when met by cooperation between Administrative, Professional, and Technical staff, can only result in preparing our students to compete and excel in a global community. Calhoun County Public Schools believes that breaking patterns is the key to excelling, and maintaining growth and progress. The major goals set forth for these areas are as follows:

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<sup>A</sup> Janklow, Gov. William J., *Planning for Technology*

***Technology Dimension 1: Learners and Their Environment***

GOAL: The School District of Calhoun County will use research-proven strategies to provide home, school, and community environments conducive to our students' achieving technological literacy by the end of the eighth grade and to raise the overall level of academic achievement in Calhoun County.

***Technology Dimension 2: Professional Capacity***

GOAL: The School District of Calhoun County will provide curriculum development and professional development to increase the competency of all educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

***Technology Dimension 3: Instructional Capacity***

GOAL: The School District of Calhoun County will use current and emerging technologies to create learner-centered instructional environments that enhance academic achievement.

***Technology Dimension 4: Community Connections***

GOAL: The School District of Calhoun County will increase student achievement through the use of technology, including assistive technology, by maximizing community involvement and community partnerships.

***Technology Dimension 5: Support Capacity***

GOAL: The School District of Calhoun County will expand and support technology resources to assist educators and learners in meeting the state academic standards.

Each of these goals is followed by our chosen implementation strategies and considerations that reflect aspects of the particular core dimension. At the end of the five dimensions section, a cumulative list of benchmarks is provided that are crafted to gauge the validity of progress on an annual basis. Ensuring accountability, increasing access, and funding strategies are addressed after the operational plan.

The School District of Calhoun County believes that high standards for student achievement is the heart of education reform in Calhoun County, driving the goals we set for learning and directing every other aspect of what we do to support teaching and learning in our classrooms. The *Calhoun County Public Schools Technology Plan 2010-2014* sets forth high expectations for our students, educators, and educational systems.

## **DISTRICT STRATEGIC VISION**

The Technology Committee of the School District of Calhoun County acknowledges the importance of adopting and utilizing new educationally significant technologies, while accommodating multiple learning styles. These technologies will serve as essential tools that will assist our students in reaching their academic potentials. Students, teachers, and the community will be provided the opportunity to enhance their approaches to challenges, changes, and adjustments inevitable with technology.

New technologies used in practical procedures will enable students to gain more control over their learning. Overcoming global barriers, they will be able to exchange information with distant cultures, while being able to demonstrate their mastery of information literacy in all subject areas through data application using multiple technological strategies.

## **DISTRICT STRATEGIC MISSION**

The use of technology in the School District of Calhoun County will assist in the development of inventive, adaptable, fully educated individuals by emphasizing problem solving, teamwork, and resourcefulness.

## **CALHOUN COUNTY PUBLIC SCHOOLS: FIVE YEARS OF TECHNOLOGY MILESTONES**

### **2009-2010**

- Began updating infrastructure hardware not meeting minimum standards: Switching and Routing equipment to provide a faster, more reliable network. (11 drops per classroom to provide for wireless, voip and student workstations)
- Replace servers at each school to improve the storage capacity and reliability of the educational networks being utilized. Replace the existing district firewall with an updated linux based firewall.
- Implemented Wireless Connectivity District Wide. This wireless network was designed to provide bandwidth sufficient for student use in a one-to-one environment.
- Evaluating District-wide technology competency assessments to determine specific Staff Development offerings for the following school year.
- Began issuing laptops to students in order to enhance the educational experience of the students of Calhoun County. (XO laptops were used in the elementary grades and Lenovo S10e laptops were used in the middle school grades)
- Assess the security and anti-virus systems used by the district and update as necessary
- Installed Interactive White boards in every classroom with speakers and ceiling mounted projectors
- Installed IPTV media delivery system to provide ETV and other video resources to all classrooms
- Installed a District VOIP telephone system to improve the efficiency of the District's voice communications.

### **2010-2011**

- Continued acquisitions of laptops for the district's one-to-one initiative that was begun in 2009-2010
- Assess the security and anti-virus systems used by the district and update as necessary
- Maintain and expand the resources available over the districts IPTV media delivery system
- Begin replacing existing leased desktops and notebooks with systems that reflect current technology standards
- Implement a Terminal Services project to improve security and provide improved remote access.
- Explore the options available with the State OIR for Wide Area Network Services.

### **2011-2012**

- Continued acquisitions of laptops for the district's one-to-one initiative
- Assess the security and anti-virus systems used by the district and update as necessary
- continue implementation of the Terminal Services project to improve security and provide improved remote access.
- Pilot using Suse Linux Enterprise Desktop operating system as a replacement to the MS Windows operating system to improve the security and reliability of desktop systems

### **2012-2013**

- Continued acquisitions of laptops for the district's one-to-one initiative
- Improve the Instructional Support provided to teachers by the addition of a District Technology Coach
- Assess on line Professional Development to determine the effectiveness of the program.
- Assess the security and anti-virus systems used by the district and update as necessary

### **2013-2014**

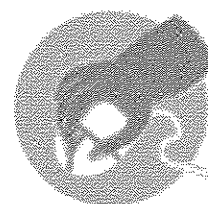
- Assess the security and anti-virus systems used by the district and update as necessary.
- Continued acquisitions of laptops for the district's one-to-one initiative
- Begin replacing existing leased desktops and notebooks with systems that reflect current technology standards

# TECHNOLOGY DIMENSION 1

## LEARNERS AND THEIR ENVIRONMENT

### GOAL

The School District of Calhoun County will use research-proven strategies to provide home, school, and community environments conducive to our students achieving technological literacy by the end of the eighth grade.



### A. SNAPSHOT OF CURRENT DISTRICT TECHNOLOGY USE

Technology resources are now widely available in Calhoun County Public Schools, and many of the state's recommendations for the International Society for Technology in Education's National Educational Technology Standards for Students (ISTE NETS-S) have been adopted. The School District of Calhoun County continues to partner with vendors and higher education to offer technology training and resources to educators and students. In addition, teachers are encouraged to utilize the SCTL (South Carolina: Teaching, Learning, Connecting) Web portal at <http://www.sctlc.com>, which serves as a unique one-stop resource enabling teachers to align their daily lessons with the state curriculum standards.

Heavy emphasis has been and continues to be placed on helping students master the state academic standards, and technology is the key to this effort. As evidenced software programs and other instructional aids, integrating technology into the core curriculum is a major focus of technology initiatives in the district. The District Office of Technology closely partners with the Office of Curriculum and Standards to ensure that technology is integrated throughout the curriculum rather than being isolated as a stand-alone tool.

State and federal grants have encouraged the innovative implementation of technology in the classroom to address state standards and increase student achievement. In addition, accountability and measurement of technology's impact in the schools have become a major area of focus. District teachers, having a strong desire to use the skills they have acquired through professional development opportunities, are receptive to the idea of integrating technology not only into the core curriculum but into all curricula. Our students are ready for the twenty-first century's learning environment and the hands-on technology applications and project-based learning that it offers.

A critical component of the educational effort is an environment conducive to technology integration. Presently, 100 percent of the district's schools have broadband ethernet connectivity. Our average student-to-computer ratio is 3:1. All instructional sites have access to South Carolina's virtual library, DISCUS. An Internet Acceptable Use Policy and filtering are in place to comply with E-rate and federal grant requirements.

Through specified technology funds, we have utilized mobile laptop carts at each school to make computers accessible in the maximum number of classrooms and to allow technology to touch every aspect of the student's environment including home, school, and community. The district



## **A. SNAPSHOT OF CURRENT DISTRICT TECHNOLOGY USE**

has also met the demanding need of computer access by placing at least two computer labs at each of the K-8 schools and four labs at Calhoun County High

The operational plan that follows should ensure that Calhoun County reaches its goal of providing home, school, and community environments conducive to assisting students in using technology to communicate effectively, achieve high academic standards, and achieve technological literacy by the end of the eighth grade.

## B. OVERALL GOAL:

### C. OBJECTIVES AND STRATEGIES

**GOAL:** The School District of Calhoun County will use research-proven strategies to provide home, school, and community environments conducive to our students' achieving technological literacy by the end of the eighth grade and to raise the overall level of academic achievement in Calhoun County.

OBJECTIVES	STRATEGIES
1.1 Students will use technology to acquire and demonstrate communication, collaboration, and engagement skills that are aligned with state standards across the curriculum and will thereby increase their level of academic achievement.	<ul style="list-style-type: none"><li>A. Provide opportunities and resources to districts and schools to facilitate the development and implementation of effective communication and collaboration skills using technology in the core content areas</li><li>B. Conduct student projects that will yield sustained, engaged learning and collaboration in the core content areas</li><li>C. Have students present their collaborative projects to identified audiences</li><li>D. Recognize and promote best practices that successfully integrate technology, including assistive technology, into the curriculum</li><li>E. Provide appropriate accommodations for students with special needs when conducting tests, including standardized tests, using technology</li></ul>
1.2 Students will engage in authentic learning activities that are aligned with state standards and that integrate technology, including assistive technology, into the core content.	<ul style="list-style-type: none"><li>A. Develop technology-enhanced learning activities aligned with state standards in core content areas</li><li>B. Create and maintain student technology portfolios documenting grade-level-appropriate technology competencies</li><li>C. Form district-wide technology integration teams to offer guidance to schools, educate teachers, and help ensure that lesson plans and activities incorporate a variety of technologies, including those appropriate for students with special needs</li></ul>
1.3 Students will select the appropriate tools to complete authentic, real-	<ul style="list-style-type: none"><li>A. Create and use lesson activities in which students employ a variety of technology tools, including</li></ul>

## C. OBJECTIVES AND STRATEGIES

**GOAL:** The School District of Calhoun County will use research-proven strategies to provide home, school, and community environments conducive to our students' achieving technological literacy by the end of the eighth grade and to raise the overall level of academic achievement in Calhoun County.

OBJECTIVES	STRATEGIES
life multidisciplinary tasks and will demonstrate technology competence by the end of the eighth grade.	<p>assistive technology, to complete authentic multidisciplinary tasks</p> <p>B. Measure student technology proficiency by using surveys and performance-based assessments</p> <p>C. Provide all students, including those with special needs, access to a range of high and low technology solutions, including software, peripherals, and other tools to increase student communication, participation, and collaboration</p>
<b>1.4</b> The School District of Calhoun County will provide students with an enhanced learning environment through technological tools, including assistive technology, that are designed to promote high academic achievement.	<p>A. Establish school and community learning environments that enable students to use technology for real-world problem solving and research</p> <p>B. Adopt grade-level-appropriate technology standards and integrate them into the curriculum to enable students to fully participate in today's information-rich global society</p> <p>C. Adopt grade-level-appropriate technology standards and integrate them into the curriculum to prepare students to function in an information-rich global society</p>

## C. ACTION LIST

- The School District of Calhoun County will coordinate access to an on-line database of technology-infused lesson plans and classroom examples across the core content areas in alignment with the state academic standards or other digital resources.
- The School District of Calhoun County will provide access to effective, research-based assistive technologies—including software, peripherals, and other tools to increase student communication, collaboration, and engagement—that will support inclusion of students with disabilities in the core content courses at all grade levels.
- The School District of Calhoun County will develop strategies to ensure that school improvement plans address the use of technology, including assistive technology, to support a shared learning environment that includes educators, parents, and community members.
- The School District of Calhoun County will establish grade-level-appropriate technology standards and competencies based on the ISTE NETS-S.
- The School District of Calhoun County and the schools will ensure improved student achievement test scores in the core content areas, increased student access to technology, and increased student access to technology outside the school.
- The School District of Calhoun County will establish minimum requirements for student portfolios that document student progress by including technology collaborative scoring rubrics and checklists, videos and pictures of student activities, samples of individual and collaborative problem-solving and research projects, samples of student products created using a variety of technology tools, and samples of other student work.
- Student portfolios and checklists in all grades as well as a performance-based technology applications evaluation at the completion of the fifth and eighth grades should be used to assess student technology proficiency as well as to assess the effectiveness of the assistive technology tools used by students with special needs.
- Students themselves should be given opportunities to assess the effectiveness of technology tools, including the range of assistive technology, being used for classroom activities.
- The School District of Calhoun County will complete initial and ongoing assessments to measure increased availability of technology opportunities and resources.
- Educators and parents should complete initial and follow-up assessments to ensure that the use of technology, including the range of assistive technology tools, is effective in enhancing student learning.
- The School District of Calhoun County and schools will develop methods of recognizing student technology achievement, including the use of assistive technology, using resources such as CPU (Computer Power Users) and TNT (Teachers 'N Technology).

## **D. IMPLEMENTATION ACTION STEPS**

### **DISTRICT**

- Assign school technology coaches or form district-wide technology integration specialist teams to offer guidance to schools
- Assign assistive technology coaches to educate teachers and help ensure that lesson plans and activities incorporate a variety of technologies in ways that make them accessible to individuals' special needs
- Offer professional development courses using innovative delivery strategies
- Create a District Training Lab for the purpose of helping teachers learn how to incorporate technology into their daily curriculum without disrupting any one's normal class.
- Begin working with teachers in the classroom to create lesson plans that incorporate a variety of technologies into authentic multidisciplinary tasks
- Recognize exemplary technology teachers and students
- Hold technology fairs that showcase exemplary student technology projects to the community
- Encourage home and community involvement in the public school system by electronic communications and other media

### **SCHOOLS**

- Implement an on-line system for displaying student work such as e-mail projects, on-line projects, and so forth
- Recognize exemplary student technology projects
- Hold "technology nights" that showcase exemplary student technology projects and technology teachers to the community
- Provide access to technology resources, including assistive technology, during nontraditional school hours
- Include goals and strategies for technology and assistive technology development in school improvement plans
- Encourage home and community involvement in the public school system through the use of electronic communications and other media

## **E. FUNDING CONSIDERATIONS**

### **DISTRICTS**

- Technology professional development
- Technology course development
- Technology staff
- Recognition programs
- Teacher and student portfolio materials
- Technology resources to support standards-based learning across the curriculum

### **SCHOOLS**

- Technology professional development
- Technology course development
- Technology staff
- Recognition programs
- Teacher and student portfolio materials
- Technology resources to support standards-based learning across the curriculum

## F. EVALUATION

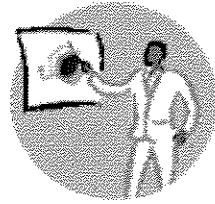
Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)				
			JULY 2010	JULY 2011	JULY 2012	JULY 2013	JULY 2014
<b>1.1</b> Students will use technology to acquire and demonstrate communication, collaboration, and engagement skills that are aligned with state standards across the curriculum and will thereby increase their level of academic achievement.	<ul style="list-style-type: none"> <li>• Statewide achievement test scores</li> <li>• District report cards</li> <li>• Technology surveys</li> <li>• Student portfolios</li> <li>• School technology and improvement plans</li> <li>• District, school, and community surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Statewide achievement test scores</li> <li>• District report cards</li> <li>• Technology surveys</li> <li>• Student portfolios</li> <li>• Observations and interviews</li> <li>• Anecdotal records</li> <li>• Documented access to on-line resources</li> <li>• Listing of recognition programs</li> </ul>					
<b>1.2</b> Students will engage in authentic learning activities that are aligned with state standards and that integrate technology, including assistive technology, into the core content.							
<b>1.3</b> Students will select the appropriate tools to complete authentic, real-life multidisciplinary tasks and will demonstrate technology competence by the end of the eighth grade.							
<b>1.4</b> The SDE, the school district, and the schools will provide students with an extended learning environment through technological tools, including assistive technology, that are designed to promote high academic achievement.							

## TECHNOLOGY DIMENSION 2

### PROFESSIONAL CAPACITY

#### GOAL

The School District of Calhoun County and the schools will provide curriculum development and professional development to increase the competency of all South Carolina educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.



#### A. SNAPSHOT OF CURRENT TECHNOLOGY USE

Meaningful, sustained professional development is the key to ensuring that Calhoun County's educators are well-trained in using research-proven technology integration strategies across the curriculum to improve student achievement. The School District of Calhoun County continues its commitment to professional development by supplying resources, training, and support to enable the state's educators to use technology effectively.

According to a 2001-2002 district-conducted Instructional Technology survey, 47 percent of Calhoun County's teachers felt involved in their local technology planning efforts. Forty-one percent felt confident when using basic technology tools for problem solving and research, while 61 percent felt they had mastered communication tools. Fifty-four percent of teachers used multimedia tools on a frequent basis, and 42 percent of the teachers surveyed said they used technology in the classroom regularly. Eighty-one + percent said they use the Internet at home.

The same survey also provided information about professional development in technology. No teachers reported receiving 4 hours or less of technology training; 2 percent received 5 to 14 hours of professional development; 22 percent reported receiving 15 to 24 hours; and 76 percent stated they received 25 or more hours of training.

While some training was offered during school hours and on days when school was not in session, most professional development training was provided after school hours and on staff development days. The most common personnel resources used for professional development were media specialists, district office technology specialists, and vendors.



## B. OPERATIONAL PLAN

### I. OBJECTIVES AND STRATEGIES

**GOAL:** The School District of Calhoun County will provide curriculum development and professional development to increase the competency of all South Carolina educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

OBJECTIVES	STRATEGIES
<p>2.1 The School District of Calhoun County will enable educators to achieve and demonstrate proficiency in integrating state-recommended instructional technology standards (ISTE NETS-A, ISTE NETS-S, and ISTE NETS-T) into their specific area of professional practice to increase student achievement.</p>	<ul style="list-style-type: none"> <li>A. Encourage an initial teacher certification process that requires demonstration of proficiency in integrating instructional technology standards</li> <li>B. Adopt a process that requires teachers to demonstrate ongoing proficiency in integrating instructional technology standards</li> <li>C. Adopt a state educator professional development program to aid districts in satisfying the requirements of the teacher technology proficiency proviso</li> <li>D. Include in district technology plan a professional development program that provides a guide for teachers to progress from their current levels of ability in using technology, including appropriate assistive technology, to full proficiency</li> <li>E. Require district and school administrators to demonstrate technology proficiencies based upon the state-recommended standards for administrators (ISTE NETS-A)</li> </ul>

## I. OBJECTIVES AND STRATEGIES

**GOAL:** The School District of Calhoun County will provide curriculum development and professional development to increase the competency of all South Carolina educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

OBJECTIVES	STRATEGIES
<p><b>2.2</b> The School District of Calhoun County will provide the schools with full-time multidimensional technology leadership whose focus is to ensure that technology is making a significant instructional and administrative impact for students, teachers, and administrators.</p>	<p>A. Appoint or hire full-time technology coaches to assist with basic technology skills and the integration of the technology into classroom instruction in every school</p> <p>B. Require that technology coaches provide direct training and consultation to teachers in their classrooms, with special emphasis on helping administrators, teachers, and students meet the state-recommended technology standards (ISTE NETS-A, ISTE NETS-T, ISTE NETS-S ) as well as helping students to meet the state's content standards in all areas</p>
<p><b>2.3</b> The School District of Calhoun County will plan for professional development, ensuring that teachers and district staff are trained to use technology, including assistive technology, to enhance learning.</p>	<p>A. Develop and submit a technology plan that (1) is directed by the district's technology leadership, (2) is designed for the district and for each school in the district as applicable, and (3) calls for site-based input from technology committees or teams in each building</p> <p>B. Plan professional development for district staff and teachers to be part of assistive technology assessment teams</p> <p>C. Provide training needed to ensure the accessibility of electronic and information technology to students with special needs</p> <p>D. Provide training needed for school and district staff to evaluate software in order to make decisions that ensure the promotion of higher-order thinking skills for all students, including those with special needs</p>
<p><b>2.4</b> The School District of Calhoun County will provide schools with information and training in technology integration so that teachers can use research-based best-practice</p>	<p>A. Offer professional development activities and training in a variety of ways (i.e., on-site, off-site, on-line, self-paced, and combinations of these methods) to address the technology needs of staff, paying special attention to high-need</p>

## I. OBJECTIVES AND STRATEGIES

**GOAL:** The School District of Calhoun County will provide curriculum development and professional development to increase the competency of all South Carolina educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

### OBJECTIVES

### STRATEGIES

instructional methods throughout the curriculum.

schools and schools serving economically disadvantaged populations, including students with special needs

- B. Provide a list of professional development opportunities on the SCTL (South Carolina: Teaching, Learning, Connecting) Web portal at <http://www.sctlc.com> and publicize other recognized professional opportunities for educators
- C. Provide professional development opportunities focused on aligning state technology standards with state content standards
- D. Develop alliances with subject, grade, or position-specific professional organizations to promote technology integration throughout the K-12 curriculum
- E. Increase the availability of technology professional development tools to teachers: access to laptop computers and presentation devices, Internet access at the classroom level, interactive on-line access to state curriculum standards and lesson plans, access to Web-based and/or CD-ROM-based training opportunities, and access to state-of-the-art training centers in their particular geographic areas
- F. Develop an extensive statewide network of professional development providers who have the skills and experience necessary to prepare teachers for effective technology use

2.5 The School District of Calhoun County will assess the overall effectiveness of professional development in the area of instructional technology standards and

- A. Establish minimum levels of teacher technology proficiency for replication and adaptation across the state
- B. Incorporate instructional technology assessment into current teacher and

## I. OBJECTIVES AND STRATEGIES

**GOAL:** The School District of Calhoun County will provide curriculum development and professional development to increase the competency of all South Carolina educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

OBJECTIVES	STRATEGIES
the impact of technology on student achievement.	<p>administrator evaluation processes</p> <p>C. Administer a statewide needs assessment to teachers and administrators to determine current levels and types of professional development that must be offered</p> <p>D. Administer evaluations to determine the effectiveness and impact of the professional development offered to teachers and administrators</p> <p>E. Encourage teachers to create and maintain technology portfolios showing examples of their students' work and documenting use of technology in their classrooms</p> <p>F. Develop an on-line professional development tracking system of teachers and administrators</p>

## II. ACTION LIST

- The School District of Calhoun County will hire or appoint full-time leadership for the use of technology, including that for assistive technology, to increase student learning.
- Leadership committees should include participants such as educators (including special educators), therapists, school administrators, parents, and librarians.
- The School District of Calhoun County will utilize the expertise of staff members and faculty in school districts and institutions of higher learning throughout the nation.
- A school technology coach should be hired or appointed in every school in the District.
- An assistive technology specialist and an assistive technology assessment team should be hired or appointed in the District.
- The School District of Calhoun County should submit to the SDE an annual technology plan that documents site-based input and includes a plan for professional development that outlines the technology education offerings and requirements, including assistive technology.
- District and school administrators should submit to their supervisors an annual professional development plan that includes technology goals aligned with ISTE NETS-A and that is

## II. ACTION LIST

reviewed as part of the administrator's annual evaluation.

- The School District of Calhoun County will provide training to district- and building-level administrators so that they can effectively assess a teacher's ability to integrate technology, including assistive technology, into the curriculum.
- The School District of Calhoun County will provide training for assistive technology teams in assistive-technology assessment, options, and curriculum integration.
- The School District of Calhoun County will provide training for teachers in using assistive technology tools.
- The School District of Calhoun County will provide training in the evaluation of software in order to make decisions that ensure the promotion of higher-order thinking skills for all students, including those with special needs.
- The School District of Calhoun County will provide training in accessibility issues involving applicable state and federal legislation.
- Teachers should keep portfolios that include sample lesson plans indicating increased technology integration across the core content areas in alignment with the state academic standards.
- The School District of Calhoun County will collect, maintain, and report documentation of teacher technology portfolio data.
- The School District of Calhoun County will adopt assessment instruments and develop a model or template for teacher portfolio content.
- The School District of Calhoun County will develop or adopt on-line assessment instruments and make them available to all teachers in the District to determine teachers' level of technology proficiency.
- District reports and evaluations of professional development initiatives and reports on the use of technology grant funds should show an increase in access to professional development.

## III. IMPLEMENTATION ACTION STEPS

### DISTRICT

- Design a portfolio of courses in technology integration, including assistive technology, that meet the highest professional development needs and are offered in a variety of ways
- Document receipt of teacher technology proficiency assurance forms
- Administer needs assessments to identify areas of weakness and follow up with assessments that measure the impact of professional development in technology

### III. IMPLEMENTATION ACTION STEPS

- Provide feedback concerning teacher and administrator portfolios to measure the impact of professional development in technology
- Evaluate and adjust technology professional development plans as indicated by needs assessments
- Initiate partnerships with community entities to create greater access to technology, including assistive technology, and a community learning environment
- Submit a technology plan to the Office of Technology for approval
- Administer a district technology professional development assessment to administrators and teachers to evaluate current training need areas and to create the district technology professional development plan on the basis of current needs
- Participate in ongoing, sustained professional development offerings, maintaining a log and a journal for each course, workshop, event, conference, and so forth, to place in portfolios
- Submit teacher technology proficiency assurance forms to the Office of Technology by the announced deadline
- Initiate partnerships with community entities to create greater access to technology, including assistive technology, and a community learning environment
- Perform random and periodic checks of teacher and administrator portfolios to measure the impact of professional development in technology
- Administer needs assessments to identify areas of weakness and follow up with assessments that measure the impact of professional development in technology
- Evaluate and adjust technology professional development plans as indicated by needs assessments

#### SCHOOLS

- Submit a technology plan to the local district office
- Hire or appoint a school technology coach who is knowledgeable about assistive technologies for each school and will submit training and needs reports to the regional technology specialist
- Begin keeping technology portfolios
- Evaluate teacher and administrator portfolios to measure the impact of professional development in technology
- Administer needs assessments to identify areas of weakness and follow up with assessments that measure the impact of professional development in technology
- Monitor and adjust professional development in technology as indicated by needs assessments

## **IV. FUNDING CONSIDERATIONS**

### **DISTRICT**

- Committee development of professional development plans
- Committee development of district and school technology plans
- Professional development needs-assessment tools
- Evaluation tools to measure the impact and effectiveness of technology professional development
- Evaluation experts to help show the impact of programs and initiatives
- High-quality sustained professional development programs offered via innovative delivery methods
- Scientifically based research

### **SCHOOLS**

- Committee development of district and school technology plans
- School technology leader salary
- Professional development needs-assessment tool
- Evaluation tools to measure the impact and effectiveness of technology professional development
- Evaluation experts to help show the impact of programs and initiatives
- Scientifically based research

**V. EVALUATION**

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)				
			JULY 2010	JULY 2011	JULY 2012	JULY 2013	JULY 2014
<b>2.1</b> The School District of Calhoun County will enable educators to achieve and demonstrate proficiency in integrating state-recommended instructional technology standards (ISTE NETS-A, ISTE NETS-S, and ISTE NETS-T) into their specific area of professional practice to increase student achievement.	<ul style="list-style-type: none"> <li>Statewide achievement test scores</li> <li>District report cards</li> <li>Teacher technology proficiency proviso forms</li> </ul>	<ul style="list-style-type: none"> <li>Statewide achievement test scores</li> <li>District report cards</li> <li>Professional development tracking and surveys</li> <li>Teacher technology proficiency proviso forms</li> </ul>					
<b>2.2</b> The School District of Calhoun County will provide the schools with full-time multidimensional technology leadership whose focus is to ensure that technology is making a significant instructional and administrative impact for students, teachers, and administrators.	<ul style="list-style-type: none"> <li>Professional development surveys</li> <li>Teacher and administrator portfolios</li> <li>School technology and improvement plans</li> </ul>	<ul style="list-style-type: none"> <li>Teacher and administrator portfolios</li> <li>Observations and interviews</li> <li>Anecdotal records</li> <li>Documented access to on-line resources</li> </ul>					
<b>2.3</b> The School District of Calhoun County will collaborate in planning for professional development, ensuring that teachers and district staff are trained to use technology, including assistive technology, to enhance learning.	<ul style="list-style-type: none"> <li>Technology assessments</li> </ul>	<ul style="list-style-type: none"> <li>Technology assessments</li> </ul>					



**V. EVALUATION**

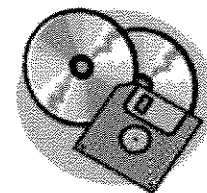
Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program	Outcomes (Include "action list" items achieved.)				
			JULY 2010	JULY 2011	JULY 2012	JULY 2013	JULY 2014
<b>2.4</b> The School District of Calhoun County will provide schools with information and training in technology integration so that teachers can use research-based best-practice instructional methods throughout the curriculum.							
<b>2.5</b> The School District of Calhoun County will assess the overall effectiveness of professional development in the area of instructional technology standards and the impact of technology on student achievement							

## TECHNOLOGY DIMENSION 3

### INSTRUCTIONAL CAPACITY

#### GOAL

The School District of Calhoun County will use current and emerging technology to create learner-centered instructional environments that enhance academic achievement.



#### A. SNAPSHOT OF CURRENT TECHNOLOGY USE

Over the past decade, Calhoun County has made steady strides in acquiring instructional technologies and using these learning tools wisely to increase student achievement. In all district schools, technologies such as two-way video, satellite systems, and on-line course delivery tools are used frequently as apparatuses for learning. Grants continue to provide funds for increased access to technologies such as digital cameras, digital camcorders, scanners, personal digital assistants, and laptops as well as subject-specific software and hardware from Intel's "Project Lead the Way."

Every district school has policies for equity of access and acceptable use. It is our goal that through cooperative learning, engaging activities, and mentoring that technology be used to enhance the teaching of critical-thinking and real-world skills.

South Carolina Educational Television (SCETV) has installed an IP video delivery system with four receivers. This system allows educational programming to be delivered to every classroom via the data network. The district's teachers have all been issued notebook computers for instructional purposes. These notebooks, coupled with the interactive white boards and projectors installed in every classroom allow access to the educational programming district wide. The IP delivery system offers greater flexibility and broader access to ETV programming. Teachers, Media Specialists, and Students all take advantage of ETV as well as StreamlineSC, an on-demand service that utilizes Discovery Education's unitedstreaming™.

In 2001, the South Carolina State Library made its virtual library, DISCUS, available to all Internet users in the state. DISCUS resources include magazine articles, professional periodicals, newspapers, encyclopedias and other reference publications, government documents, lesson plans, maps, photographs, and historic documents. Media Specialists at each district site take full advantage of this provision.

All of our district instructional sites take advantage of E-rate discounts. These discounts are used to help pay for wide area network lines, network maintenance, and connectivity hardware. In the previous award year (2009-2010), E-rate funds were allocated to install 6 new HP servers, upgrade server operating systems from Novell 6.5 to Suse Linux 11, and upgrade the network infrastructure at each site to reflect current standards.

Calhoun County's instructional technology efforts have a solid foundation. The next step is to provide appropriate professional development and to continue to decrease the digital equity gap in order to reach all students regardless of location or wealth.

## B. OPERATIONAL PLAN

### I. OBJECTIVES AND STRATEGIES

**GOAL:** The School District of Calhoun County will use current and emerging technology to create learner-centered instructional environments that enhance academic achievement.

OBJECTIVES	STRATEGIES
<b>3.1</b> The School District of Calhoun County will develop a technology framework for local planning that addresses the steps necessary to create a technology-rich environment that will foster increased achievement by all students, including those with special needs.	<ul style="list-style-type: none"><li>□□ Ensure that curricular design, instructional strategies, and learning environments integrate appropriate technologies (including the range of assistive technology options) to significantly impact teaching and learning</li><li>□□ Facilitate the use of technologies to support and enhance instructional methods (including the use of hardware, software, and assistive technology) that develop higher-level thinking, decision-making, and problem-solving skills</li></ul>
<b>3.2</b> The School District of Calhoun County will provide teachers with the technology resources, including assistive technology, necessary to increase academic achievement by engaging students in active learning.	Provide teachers with access to knowledgeable personnel, productivity tools, on-line services, media-based instructional materials, and primary sources of data in settings that enrich and extend teaching goals
<b>3.3</b> The School District of Calhoun County will provide students with access to current and emerging technology resources that will extend their learning beyond the traditional classroom setting and schedule.	Provide students with access to technology, on-line services, and media-based instructional materials, allowing them to select appropriate tools that will enrich and extend their learning
<b>3.4</b> The school district will provide and support a variety of multimedia equipment and software for teaching and learning.	<ul style="list-style-type: none"><li>□□ Provide hardware to each classroom capable of group presentation (PC to TV converter, LCD Projector, PC Compatible TV, or interactive board).</li><li>□□ Establish a system for identifying, specifying, prioritizing, and managing equipment for multimedia development in direct support of curricular and professional development objectives</li></ul>

### **III. IMPLEMENTATION ACTION STEPS**

#### **DISTRICT**

- Include in the technology plan, a framework to address the steps necessary to create a technology-rich environment that will foster increased student achievement
- Conduct technology curriculum planning meetings
- Develop curriculum guides for core areas, providing a framework for the integration of technology across the curriculum
- Document receipt of teacher technology proficiency assurance forms
- Pursue the delivery of courses for students and professional development courses for teachers via innovative methods
- Administer needs assessments to identify areas of weakness and follow up with assessments that measure the impact of technology, including assistive technology, on instruction and student achievement
- Provide feedback concerning teacher and administrator portfolios to measure the impact of technology, including assistive technology, on instruction and student achievement
- Develop a method for ensuring that Calhoun County students are technologically proficient by the eighth grade
- Pursue funding opportunities such as grants to acquire and maintain hardware, instructional software, and assistive technology
- Analyze results from surveys such as the SDE Technology Counts on-line survey to make data-driven decisions
- Adopt the International Society for Technology in Education's National Educational Technology Standards for Students (ISTE NETS-S)
- Conduct technology curriculum planning meetings
- Create methods of gauging technology readiness
- Evaluate hardware and software for desirable student outcomes and standardize selection when appropriate
- Designate technology leaders
- Participate in ongoing, sustained professional development offerings, maintaining a log and a journal for each course, workshop, event, conference, and so forth, to place in portfolios
- Initiate partnerships with community entities to create greater access to technology and a community learning environment
- Pursue the delivery of courses for students and professional development courses for teachers via innovative methods

### **III. IMPLEMENTATION ACTION STEPS**

#### **SCHOOLS**

- Conduct technology curriculum planning meetings
- Submit a technology plan, including a professional development plan, to the local district office
- Hire or appoint a school technology coach who is knowledgeable about assistive technologies for each school and will submit training and needs reports to the regional technology specialist
- Ensure that teachers and administrators begin keeping technology portfolios
- Evaluate teacher and administrator portfolios to measure the impact of technology integration, including assistive technology, on student achievement
- Interview students to assess information literacy and the integration of technology into the classroom
- Pursue funding opportunities such as grants to acquire and maintain hardware, instructional software, and assistive technology

### **IV. FUNDING CONSIDERATIONS**

#### **DISTRICT**

- Equity of instructional technology access
- Distance learning
- Scientifically based research
- Committee development of curriculum guides for integrating technology
- District and school technology audit visits
- Evaluation tools to measure the impact and effectiveness of the integration of technology on student achievement
- Eighth-grade proficiency measurement
- Professional development
- Committee development of district and school technology plans
- Evaluation tools to measure the impact and effectiveness of the integration of technology with regard to student achievement

#### **SCHOOLS**

- Portfolio creation
- Evaluation experts to help show the impact of programs and initiatives
- Scientifically based research
- Distance learning
- Eighth-grade proficiency measurement
- School technology leader implementation
- Committee development of district technology plans
- Professional development needs-assessment tools
- Evaluation tools to measure the impact and effectiveness of the integration of technology with

#### **IV. FUNDING CONSIDERATIONS**

regard to student achievement

- Professional development

**V. EVALUATION**

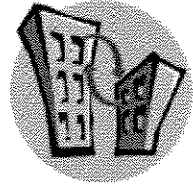
Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)				
			JULY 2010	JULY 2011	JULY 2012	JULY 2013	JULY 2014
<b>3.1</b> The School District of Calhoun County will develop a technology framework for local planning that addresses the steps necessary to create a technology-rich environment that will foster increased achievement by all students, including those with special needs.	<ul style="list-style-type: none"> <li>Statewide achievement test scores</li> <li>Technology readiness and access surveys</li> <li>District report cards</li> <li>Teacher technology proficiency proviso forms</li> <li>Teacher and administrator portfolios</li> <li>School technology and improvement plans</li> <li>Technology assessments</li> <li>Documentation of offerings provided via innovative delivery methods</li> </ul>	<ul style="list-style-type: none"> <li>Statewide achievement test scores</li> <li>District report cards</li> <li>Technology readiness and access surveys</li> <li>Teacher technology proficiency proviso forms</li> <li>Teacher and administrator portfolios</li> <li>Observations and interviews</li> <li>Anecdotal records</li> <li>Documented access to on-line resources</li> <li>Technology assessments</li> <li>Documentation of offerings provided via innovative delivery methods</li> </ul>					
<b>3.2</b> The School District of Calhoun County will provide teachers with the technology resources, including assistive technology, necessary to increase academic achievement by engaging students in active learning.							
<b>3.3</b> The School District of Calhoun County will provide students with access to current and emerging technology resources that will extend their learning beyond the traditional classroom setting and schedule.							
<b>3.4</b> The School District of Calhoun County will provide and support a variety of multimedia equipment and software for teaching and learning.							

## TECHNOLOGY DIMENSION 4

### COMMUNITY CONNECTIONS

#### GOAL

The School District of Calhoun County will increase student achievement through the use of technology, including assistive technology, by maximizing community involvement and community partnerships.



#### A. SNAPSHOT OF CURRENT TECHNOLOGY USE

Computer labs, media centers, classrooms and the public library are the primary technology resources available to the community beyond the school day. Calhoun County's schools have employed various strategies to provide student, parents, and community members with after-hours access to technology.

With collaborative effort between the Office of Technology and the Calhoun County Public Library, the community will have access to a variety of software applications as well as the Internet. These resources can provide the community with equal access to resources that can improve communications and increase the communities involvement in the educational process.



## B. OPERATIONAL PLAN

### I. OBJECTIVES AND STRATEGIES

**GOAL:** The School District of Calhoun County will increase student achievement through the use of technology, including assistive technology, by maximizing community involvement and community partnerships.

OBJECTIVES	STRATEGIES
<p><b>4.1</b> The School District of Calhoun County will continue to establish community technology partnerships by providing tools, resources and training that support student transition, achievement, and outcomes. (The term <i>community</i> includes parents, businesses, state and local agencies, nonprofit groups, and institutions of higher education.)</p>	<p>A. Form district-community partnerships to provide students with real-world experiences in the use of technology, including assistive technology, that enhance academic achievement</p> <p>B. Form district-community partnerships to help research and evaluate school and district technology projects</p> <p>C. Provide recognition/reward programs and/or incentives for partnerships showing impact</p> <p>D. Write community-collaborative technology grants to develop and fund the use of technology to improve teaching and learning</p> <p>E. Form district-community partnerships to facilitate the use of technology, including assistive technology, in the public schools and to improve outcomes for students transitioning from school to work or higher education</p>
<p><b>4.2</b> The School District of Calhoun County will fully utilize all available resources by fostering collaboration and cooperation among state-supported organizations, institutions, and initiatives.</p>	<p>A. Identify all of the organizations, institutions, and initiatives that are currently focused on instructional technology applications</p> <p>B. Partner with other school districts as well as community entities to collaborate in order to provide assistive technology demonstration, loan, and assessment for students with special needs</p>
<p><b>4.3</b> The School District of Calhoun County will continue to provide after-hours training and community access to labs, media centers, and classrooms.</p>	<p>A. Create and publish flexible schedules of after-hours technology access and training for students, parents, teachers, and community members at Calhoun County High School, Sandy Run K-8, and St. Matthews K-8</p> <p>B. Create opportunities for access to facilities for after-hours assistive technology training for</p>

## I. OBJECTIVES AND STRATEGIES

**GOAL:** The School District of Calhoun County will increase student achievement through the use of technology, including assistive technology, by maximizing community involvement and community partnerships.

OBJECTIVES	STRATEGIES
	students, parents, teachers, and community members
<b>4.4</b> The School District of Calhoun County will ensure that all their buildings are linked by the Internet to the State Library's DISCUS databases and to the Web sites of universities, museums, and other institutions to facilitate virtual communication between home, school, and community.	Ensure that the district's facilities all have adequate connections to the district Wide Area Network, as well as the Internet, to enhance communication and collaboration efforts with the community

## II. ACTION LIST

- The School District of Calhoun County will initiate and increase community collaborations that give students, teachers, and members of the local community increased access to and training in technology, including assistive technology.
- Schools offering after-hour courses will develop a rubric to measure the success of their community partnerships.
- The School District of Calhoun County will publish school lab schedules showing after-hours technology access and training.
- Schools offering after-hour classes will maintain logs of professional development, community offerings, and internship opportunities in technology.
- The School District of Calhoun County will maintain logs of partnerships and their role in helping research and evaluate technology projects.
- The School District of Calhoun County will publicize successful collaborations with outside entities in the demonstration, loan, and assessment of assistive technology.
- The School District of Calhoun County will post successful technology grant applications on the Internet for others to use as models
- The School District of Calhoun County will develop lists of possible partner organizations, institutions, and initiatives that may include the following:
  - South Carolina Commission on Higher Education
  - Distance education learning centers (DELCS)

## II. ACTION LIST

- Instructional Television (ITV)
  - School Technology Initiative
  - Math and Science Hubs
  - South Carolina Assistive Technology Advisory Committee
  - South Carolina Assistive Technology Project
  - South Carolina Commission for the Blind
  - South Carolina Department of Disabilities and Special Needs
  - South Carolina Department of Education
  - South Carolina Educational Television
  - South Carolina State Library
  - South Carolina Vocational Rehabilitation Department
- 
- The School District of Calhoun County will plan and coordinate regular meetings of representatives of collaborative groups to determine how they can best cooperate to meet the professional development needs of South Carolina educators.
  - The School District of Calhoun County will lead the formation of consortia among local education agencies, business and industry, public entities, private organizations, museums, libraries, colleges, and private schools for the full utilization of technology and assistive technology expertise.
  - District surveys will provide increased access and use of school facilities for after-hours technology training.
  - The School District of Calhoun County will provide flexible technology training schedules to the SDE.
  - The School District of Calhoun County will utilize its Web site to publish a list of volunteers for possible technology partnerships to benefit that district's schools.

### III. IMPLEMENTATION ACTION STEPS

#### DISTRICT

- Initiate partnerships with community entities to create greater access to technology and a community learning environment
- Encourage collaborations and partnerships in the grant award process
- Compile a database of institutions willing to partner with schools
- Encourage flexible lab, media center, and classroom hours among schools, including opportunities for community members to see and try assistive technology
- Initiate partnerships with community entities to create greater access to technology and a community learning environment
- Initiate partnerships with community entities to research technology projects
- Include members of the community in writing technology grants to develop and fund better teaching and learning through technology, including assistive technology
- Utilize the Web site to publish a list of volunteers for possible technology partnerships
- Measure access and use of school technology facilities

#### SCHOOLS

- Submit a technology plan, including a community partnership plan, to the local district office
- Distribute parent and community information through report cards
- Develop, implement, and publicize flexible lab, media center, and classroom hours, including opportunities for community members to see and try assistive technology.
- Initiate partnerships with community entities to create greater access to technology and a community learning environment
- Initiate partnerships with community entities to research technology projects
- Include members of the community in writing technology grants to develop and fund better teaching and learning through technology, including assistive technology

## **IV. FUNDING CONSIDERATIONS**

### **DISTRICT**

- Collaboration and partnership meetings with schools, schools districts, institutions of higher education, and business and community entities
- State surveys and data analysis
- Grant-writing experts and workshops
- Collection of district and school data
- Evaluation experts to help show impact of community programs and initiatives
- High-quality sustained community training technology programs offered via innovative delivery methods
- Community and apprentice internships
- Facility operation beyond the regular school day
- District survey administration, collection and analysis, and reporting
- Grant-writing experts and workshops

### **SCHOOLS**

- Evaluation experts to help show the impact of community programs and initiatives
- High-quality sustained community training technology programs offered via innovative delivery methods
- Community internships
- Facility operation beyond the regular school day
- School survey administration, collection and analysis, and reporting

**V. EVALUATION**

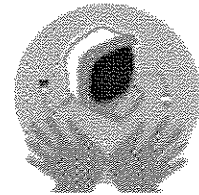
Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of-Program Report	Outcomes (Include "action list" items achieved.)				
			JULY 2010	JULY 2011	JULY 2012	JULY 2013	JULY 2014
<b>4.1</b> The School District of Calhoun County will establish community technology partnerships and collaborations by providing tools, resources, and training that support student transition, achievement, and outcomes. (The term <i>community</i> includes parents, businesses, state and local agencies, nonprofit groups, and institutions of higher education.)	<ul style="list-style-type: none"> <li>Statewide achievement test scores</li> <li>Community technology access surveys</li> <li>Lab, media center, and classroom schedules</li> </ul>	<ul style="list-style-type: none"> <li>Statewide achievement test scores</li> <li>Community technology access surveys</li> <li>Lab, media center, and classroom schedules</li> <li>SDE Technology Counts survey</li> <li>School technology plans</li> <li>Observations and interviews</li> <li>District and school Web site information</li> <li>Documentation of offerings provided via innovative delivery methods</li> <li>Districts and school list of grants and community partnerships</li> </ul>					
<b>4.2</b> The School District of Calhoun County will fully utilize all available resources by fostering collaboration and cooperation among state-supported organizations, institutions, and initiatives.	<ul style="list-style-type: none"> <li>SDE Technology Counts survey</li> <li>School technology plans</li> <li>Documentation of offerings provided via innovative delivery methods</li> </ul>						
<b>4.3</b> The District schools will provide after-hours training and community access to labs, media centers, and classrooms.							
<b>4.4</b> The School District of Calhoun County will ensure that all their buildings are linked by LAN, WAN, and/or the Internet to the State Library's DISCUS databases and to the Web sites of universities, museums, and other institutions to facilitate virtual communication between home, school, and community.							

# TECHNOLOGY DIMENSION 5

## SUPPORT CAPACITY

### GOAL

The SDE, the school districts, and the schools will expand and support technology resources to assist educators and learners in meeting the state academic standards.



### A. SNAPSHOT OF CURRENT TECHNOLOGY USE

Calhoun County Public Schools recognizes the vital role of technology support systems to provide the foundation for teaching, learning, communication, and administration in our public. The county's investment in technology resources can be seen in the amount of hardware and connectivity available to the schools. District goals have been met in critical areas such as the number of servers per school and the number of computers connected to a local-area network (LAN). In addition to backbones, factors of paramount importance are hardware and software, adequate support, technical assistance, maintenance, daily operations, and upgrades.

Since 1997, Calhoun County Public Schools has allocated funds specifically for connectivity along with technology hardware and software. The community and the District have benefited from this approach.

The state provided Student-Information-System, PowerSchool, is implemented in all of Calhoun County's schools and the District Office. This system enables the school district to keep a dynamic districtwide database of all available student data.

Effective collection and evaluation of information will lead to decisions backed by quantitative, as well as qualitative, data. Through ongoing centralized planning and implementation, technical and administrative services and support can be efficiently provided to streamline operations and improve services.

### B. OPERATIONAL PLAN

#### I. OBJECTIVES AND STRATEGIES

**GOAL:** The School District of Calhoun County will expand and support technology resources to assist educators and learners in meeting the state academic standards.

OBJECTIVES	STRATEGIES
5.1 The School District of Calhoun County will ensure that all students, including those with special needs,	A. Maintain a technology inventory that includes the status of current network/Internet access, workstations and other devices available for

## I. OBJECTIVES AND STRATEGIES

**GOAL:** The School District of Calhoun County will expand and support technology resources to assist educators and learners in meeting the state academic standards.

OBJECTIVES	STRATEGIES
and teachers have access to electronic information resources.	<p>access, software applications available for addressing state academic standards, peripherals, and other factors related to universal access to network resources</p> <p>B. Conduct needs assessments (1) to identify required network components, workstations, and other devices needed for network access, including assistive technology devices, and (2) to identify and evaluate software applications required to meet academic needs as well as peripherals and other resources required to create universal access to network resources</p> <p>C. Create a district strategic plan for acquiring and implementing technology that is required to provide universal access to network resources</p> <p>D. Develop the district strategic plan with input from all segments of the school community—students, teachers, therapists, administrators, parents, community members, community agencies, and local businesses—and include in the plan a mechanism for review and revision as needed</p> <p>E. Seek school and district funding from available local, state, and federal sources, including E-rate, grants, and bonds</p>
5.2 The School District of Calhoun County will ensure that their schools have an integrated, secure network infrastructure with dynamic bandwidth capacity to support fully converged networks that allow for communication, data collection, distribution, and distance learning.	<p>A. Establish a system for identifying, specifying, prioritizing, and managing equipment for multimedia development in direct support of curricular and professional development objectives</p> <p>B. Research and implement an integrated network infrastructure capable of utilizing all distribution modules</p> <p>C. Maintain networks, Anti-Virus, Firewalls and content filtering according to industry standards. These tools integrated with network based security applications can aid in the stability and reliability of our instructional</p>



# I. OBJECTIVES AND STRATEGIES

**GOAL:** The School District of Calhoun County will expand and support technology resources to assist educators and learners in meeting the state academic standards.

## OBJECTIVES

## STRATEGIES

	<p>network.</p> <p>D. Assess LAN/WAN technology currently implemented to determine SNMP (simple network management protocol) compliance</p> <p>E. Continue to use ZenWorks, a district network management tool that performs automated software installation</p>
<p><b>5.3</b> The School District of Calhoun County will have qualified technical staff, including one Technology Director for the district and one end-user support technician per every five hundred users.</p>	<p>A. Develop minimum staffing requirements and job descriptions, with a state-guided salary schedule, for the positions of one Technology Director and adequate Technology Associates</p> <p>B. Technology Director will lead a committee in identifying and evaluating network management tools that will meet the needs of the district</p>
<p><b>5.4</b> The School District of Calhoun County will implement a disaster recovery plan for all points of failure in LANs and WANs, including redundant data storage, robust automated backup, and immediate hardware recovery.</p>	<p>A. Ensure that disaster recovery plans are on-hand</p> <p>B. Designate funds, as appropriate, to install rack-mount power supply units that provide isolated circuits in all classrooms and redundant power sources for mission-critical equipment</p> <p>C. Implement a district management application that monitors bandwidth on the LAN and WAN and provides network failure alarms that can be accessed remotely</p>
<p><b>5.5</b> The school districts will implement an obsolescence and upgrade plan to replace and recycle equipment and software.</p>	<p>Develop Obsolescence and Upgrade Plan and modify as needed to maintain industry standards</p>
<p><b>5.6</b> The School District of Calhoun County and its schools will increase their ability to design Web pages and Web-based instruction that are accessible to students and staff with special needs in accordance with Section 508 of the Rehabilitation Act of 1973 as amended by the</p>	<p>Provide training in basic Web page accessibility principles to staff, teachers—and, when appropriate, students—who design Web pages as part of the curriculum</p>

## I. OBJECTIVES AND STRATEGIES

**GOAL:** The School District of Calhoun County will expand and support technology resources to assist educators and learners in meeting the state academic standards.

OBJECTIVES	STRATEGIES
Workforce Improvement Act of 1998.	

## II. ACTION LIST

- The School District of Calhoun County will have access to a database with a complete technology inventory, including assistive technology, showing the type of equipment/device, its location, its use, peripherals to which it has access, applications to which it has access, and other relevant information.
- The School District of Calhoun County will maintain a needs-assessment document showing technology-based resources and applications required to address the mission of the district, including networking, hardware/devices, and software applications as well as assistive technology.
- The School District of Calhoun County will include in their local budgets line items for technology, including assistive technology, with sufficient funding to implement the designated strategies.
- The School District of Calhoun County will publish a procedure for the perpetual review of equipment used in multimedia development processes. Reviews should quantify equipment and processes by their impact on teaching and learning.
- The School District of Calhoun County will maintain a strategic plan for acquiring and implementing technology, including assistive technology, for universal access to network resources. This document should show the strategies for addressing the identified needs, the persons responsible for addressing and completing each strategy, and the resources/funds necessary to fully implement the strategies.
- The School District of Calhoun County will create an obsolescence and upgrade plan, including strategies to refurbish, resell, recycle, or donate obsolete devices.
- District policies outlined in The School District of Calhoun County technology plan will include security accountability, virus protection, and Internet filtering guidelines.
- The School District of Calhoun County will provide for outlets and amperage adequate for meeting industry standards and building codes.
- The School District of Calhoun County will use professional discussion groups to share the results of their research about the implementation of integrated network infrastructures and bundled distribution practices.
- The School District of Calhoun County will have records to show that they have assessed their current LAN/WAN technology.
- District network managers should provide the district office with quarterly reports of statistics on bandwidth utilization.
- The School District of Calhoun County will use the SDE Technology Counts on-line survey to report on their use of network management tools.
- The School District of Calhoun County will ensure that new school construction provides for isolated power in each classroom, computer lab, telecommunications closet, and work area.
- The School District of Calhoun County will provide UPS (uninterruptible power supply) systems for all critical equipment.

## **II. ACTION LIST**

- The School District of Calhoun County will use the minimum staffing and salary requirements for the positions specified in objective 4.3.
- The School District of Calhoun County will have a network manager in place.
- District staff, teachers, and students should be aware of basic Web accessibility guidelines when designing Web pages.
- The School District of Calhoun County will designate a Web accessibility resource person to coordinate training and information sharing among district personnel.

### **III. IMPLEMENTATION ACTION STEPS**

#### **DISTRICT**

- Monitor school inventories and upgrade on-line inventory process to include on-site critical replacement parts, redundant data storage devices, and any vendor support contacts each school may hold
- Employ staff for adequate network maintenance and support
- Provide guidance on network management tools
- Review and approve district disaster recovery plans
- Provide the schools with the necessary guidance and training in creating Web pages to ensure that electronic information is accessible to students and teachers with special needs
- Maintain technology inventories, including assistive technology
- Conduct needs assessments to identify required technology, including assistive technology
- Create a strategic technology plan that includes strategies for acquiring, managing, and implementing required technology, including assistive technology
- Implement a district disaster recovery plan and an obsolescence and upgrade plan
- Seek funding from local, state, and federal sources
- Encourage and publicize flexible access schedules
- Create a vision for a multimedia infrastructure
- Encourage schools to provide multimedia-capable workstations
- Research and implement an integrated network infrastructure
- Use bundled distribution packages to manage fully converged networks
- Install and maintain secure networks
- Implement a district management application that monitors bandwidth on the LAN and WAN
- Ensure that schools have adequate electrical distribution systems
- Publish procedures and schedules for review of equipment and software used in multimedia development including rubrics for judging impact on teaching and learning

#### **SCHOOLS**

- Create a strategic technology plan that includes strategies for acquiring and implementing required technology, including assistive technology
- Seek funding from local, state, and federal sources
- Create flexible schedules for access to technology
- Provide multimedia-capable workstations
- Install and maintain secure networks
- Employ staff for adequate network maintenance and support
- Provide adequate electrical distribution systems

## **IV. FUNDING CONSIDERATIONS**

### **DISTRICT**

- Upgraded technology inventory reporting system
- Total cost of ownership (TCO) calculation to determine the allocation per student per year necessary to keep the pace with the need for access to network resources [Consortium for School Networking's TCO tool available on-line at <http://www.classroomtco.org>]
- Technology committee meetings to develop products such as the multimedia infrastructure plan and the disaster recovery plan
- Materials to publish an updated technology plan
- Multimedia teacher workstations including data projectors
- Hardware and software to secure all LANs and WANs to comply with district, state, and industry standards
- Technology Director, Networking Engineer, and Networking Technician
- Equipment inventory assessment program
- Isolated circuit plan
- Support planning
- Technology needs assessments and surveys

### **SCHOOLS**

- Total cost of ownership (TCO) calculation to determine the allocation per student per year necessary to keep the pace with the need for access to network resources [Consortium for School Networking's TCO tool available on-line at <http://www.classroomtco.org>]
- Technology committee meetings to develop products such as the multimedia infrastructure plan and the disaster recovery plan
- Materials to publish an updated technology plan
- Multimedia teacher workstations including data projectors
- Hardware and software to secure all LANs and WANs to comply with district, state, and industry standards
- Support planning
- Technology needs assessments and surveys

## V. EVALUATION

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of- Program Report	Outcomes (Include "action list" items achieved.)				
			JULY 2010	JULY 2011	JULY 2012	JULY 2013	JULY 2014
<b>5.1</b> The School District of Calhoun County will ensure that all students, including those with special needs, and teachers have access to electronic information resources.	<ul style="list-style-type: none"> <li>Statewide achievement test scores</li> <li>District report cards</li> <li>Professional development tracking and surveys</li> <li>District, school, and community surveys</li> <li>School technology and improvement plans</li> <li>Documented access to technology resources</li> <li>Technology needs assessments</li> <li>SDE Technology Counts on-line survey</li> <li>Budget data</li> <li>State personnel reports</li> </ul>	<ul style="list-style-type: none"> <li>Statewide achievement test scores</li> <li>District report cards</li> <li>Professional development tracking and surveys</li> <li>Observations and interviews</li> <li>Documented access to technology resources</li> <li>District, school, and community surveys</li> <li>School technology and improvement plans</li> <li>Documented access to technology resources</li> <li>Technology needs assessments</li> <li>SDE Technology Counts on-line survey</li> <li>Budget data</li> <li>State personnel reports</li> </ul>					
<b>5.2</b> The School District of Calhoun County will ensure that their schools have an integrated, secure network infrastructure with dynamic bandwidth capacity to support fully converged networks that allow for communication, data collection and distribution, and distance learning.							
<b>5.3</b> The School District of Calhoun County will have qualified technical staff, including one Networking Engineer and Support Technician per every five hundred users.							
<b>5.4</b> The School District of Calhoun County will implement a disaster recovery plan for all points of failure in LANs and WANs, including redundant data storage, robust automated backup, and immediate hardware recovery.							
<b>5.5</b> The School District of Calhoun County will implement an obsolescence and upgrade plan to replace and recycle equipment and software.							

## V. EVALUATION

Objectives	Possible Baseline Data	Possible Data Sources to Be Used for Ongoing Evaluation and End-of- Program Report	Outcomes (Include "action list" items achieved.)				
			JULY 2010	JULY 2011	JULY 2012	JULY 2013	JULY 2014
<b>5.6</b> The School District of Calhoun County will increase their ability to design Web pages and Web-based instruction that are accessible to students and staff with special needs in accordance with Section 508 of the Rehabilitation Act of 1973 as amended by the Workforce Improvement Act of 1998.							

## CUMULATIVE TARGETS AND BENCHMARKS

2010-14

### Learners and Their Environment

- Sixty percent of the county's students will have created technology portfolios documenting their acquisition of grade-level-appropriate competencies as well as their use of a variety of technology tools to complete authentic tasks.
- Sixty percent of the county's students will possess effective communication skills and technology literacy as evidenced by teacher and student technology portfolios and by presentations at technology conferences and fairs.

### Professional Capacity

- One hundred percent of Calhoun County's teachers will possess technology proficiency as evidenced by teacher technology proficiency assurance forms. All of the district's teachers will also demonstrate proficiency by maintaining teacher and student technology portfolios, keeping a journal of course experiences, interacting with the school technology coach, and integrating technology into the curriculum to teach the state curriculum standards.
- Each school will have a technology coach who trains teachers and visits classrooms to help teachers integrate technology into the curriculum.
- Each school will have an assistive technology assessment team that coordinates assistive technology assessments for students with special needs.

### Instructional Capacity

- All of the district's teachers will integrate technology and information literacy skills into their teaching of the South Carolina academic standards as evidenced by the technology proficiency assurance forms and teacher portfolios.
- Sixty percent of students will meet the information literacy and technology skills for their grade level as found on the SDE's performance matrix for information literacy and technology education.



### **Community Connections**

- The School District of Calhoun County will report a 10 percent yearly increase in community collaborations that result in better teacher and student access to technology, better teacher and student use of technology, more teacher and student real-world experiences in technology-related fields, more research and evaluation of technology projects, and more community collaboration technology grants submitted and dollars funded.
- The District's schools will have a community partnership that provides research and evaluation for the district's major (school-wide or larger) technology projects.
- The School District of Calhoun County will provide and document professional development training in how to access and use available community resources. Results will be reported to the SDE on-line professional development tracking system.

### **Support Capacity**

- Implement wireless mobile labs (minimum 15 laptops) at Calhoun County High, Sandy Run K-8 and St. Matthews K-8
- Continue with implementation of WAN at all sites in the district to increase bandwidth between sites
- Work toward goal of increasing the number of Technical personnel to include 1 Technical Support person per school and 1 Technology Coach per school. With the increased utilization of technology resources, there will be a need to increase the support personnel necessary to insure the equipment functions properly

**2010-2011**

### **Learners and Their Environment**

- Forty percent of the district's students will have created technology portfolios documenting their acquisition of grade-level-appropriate competencies as well as their use of a variety of technology tools to complete authentic tasks.
- Forty percent of the district's students will possess effective communication skills and technology literacy as evidenced by teacher and student technology portfolios and by presentations at technology conferences and fairs.

### **Professional Capacity**

- Thirty percent of the district's teachers will possess advanced technology proficiency as evidenced by teacher technology proficiency assurance forms. Seventy percent of the district's teachers will also demonstrate proficiency by maintaining teacher and student technology portfolios, keeping a journal of course experiences, interacting with the school technology coach, and integrating technology into the curriculum to teach the state curriculum standards.
- Each school will have a technology team that helps train teachers to integrate technology into the curriculum.
- Each school will have an assistive technology assessment team that coordinates assistive technology assessments for students with special needs.

### **Instructional Capacity**

- One Hundred percent of teachers will integrate technology and information literacy skills into their teaching of the South Carolina academic standards as evidenced by the technology proficiency assurance forms and teacher portfolios.
- Forty percent of students will meet the information literacy and technology skills for their grade level as found on the SDE's performance matrix for information literacy and technology education.

### **Community Connections**

- The School District of Calhoun County will report a 10 percent yearly increase in community collaborations that result in better teacher and student access to technology, better teacher and student use of technology, more teacher and student real-world experiences in technology-related fields, more research and evaluation of technology projects, and more community collaboration technology grants submitted and dollars funded.
- The School District of Calhoun County will have a community partnership that provides research and evaluation for a district's major (school-wide or larger) technology projects.
- The School District of Calhoun County will maintain a K–12 educational portal that lists willing community participants and partners who can provide services to supplement the curriculum.
- The School District of Calhoun County will provide and document professional development training in how to access and use available community resources. Results will be reported through the SDE on-line professional development tracking system.

### **Support Capacity**

- The School District of Calhoun County will include in the technology plan an assessment of their current technology needs, their current technology inventory, and their current technology support strategies.
- Install Interactive White Boards and ceiling mounted projectors in each instructional area of all schools

## **2011-2012**

### **Learners and Their Environment**

- Sixty percent of the district's students will have created technology portfolios documenting their acquisition of grade-level-appropriate competencies as well as their use of a variety of technology tools to complete authentic tasks.
- Sixty percent of the district's students will possess effective communication skills and technology literacy as evidenced by teacher and student technology portfolios and by presentations at technology conferences and fairs.

### **Professional Capacity**

- Eighty percent of the district's teachers will possess advanced technology proficiency as evidenced by teacher technology proficiency assurance forms. Eighty percent of the District's teachers will also demonstrate proficiency by maintaining teacher and student technology portfolios, keeping a journal of course experiences, interacting with the school

technology coach, and integrating technology into the curriculum to teach the state curriculum standards.

- Each School will have a technology coach who trains teachers and visits classrooms to help teachers integrate technology into the curriculum.
- Each school will have an assistive technology assessment team that coordinates assistive technology assessments for students with special needs.

### **Instructional Capacity**

- One hundred percent of teachers will integrate technology and information literacy skills into their teaching of the South Carolina academic standards as evidenced by the technology proficiency assurance forms and teacher portfolios.
- Sixty percent of students will meet the information literacy and technology skills for their grade level as found on the SDE's performance matrix for information literacy and technology education.

### **Community Connections**

- The School District of Calhoun County will report a 10 percent yearly increase in community collaborations that result in better teacher and student access to technology, better teacher and student use of technology, more teacher and student real-world experiences in technology-related fields, more research and evaluation of technology projects, and more community collaboration technology grants submitted and dollars funded.
- The School District of Calhoun County will have a community partnership that provides research and evaluation for a district's major (school-wide or larger) technology projects.
- The School District of Calhoun County will maintain a K-12 educational portal that lists willing community participants and partners who can provide services to supplement the curriculum.
- The School District of Calhoun County will provide and document professional development training in how to access and use available community resources. Results will be reported through the SDE on-line professional development tracking system.

### **Support Capacity**

- Assess current district LAN and WAN, classroom workstation needs; compensate for appropriate growth

## **2012-2013**

### **Learners and Their Environment**

- Seventy-five percent of the district's students will have created technology portfolios documenting their acquisition of grade-level-appropriate competencies as well as their use of a variety of technology tools to complete authentic tasks.
- Seventy-five percent of the district's students will possess effective communication skills and technology literacy as evidenced by teacher and student technology portfolios and by presentations at technology conferences and fairs.

### **Professional Capacity**

- Eighty percent of the district's teachers will possess advanced technology proficiency as evidenced by teacher technology proficiency assurance forms. Eighty percent of the district's teachers will also demonstrate proficiency by maintaining teacher and student technology portfolios, keeping a journal of course experiences, interacting with the school technology coach, and integrating technology into the curriculum to teach the state curriculum standards.
- Each school will have a technology coach who trains teachers and visits classrooms to help teachers integrate technology into the curriculum.
- Each School will have an assistive technology assessment team that coordinates assistive technology assessments for students with special needs.

### **Instructional Capacity**

- One hundred percent of teachers will integrate technology and information literacy skills into their teaching of the South Carolina academic standards as evidenced by the technology proficiency assurance forms and teacher portfolios.
- Sixty percent of students will meet the information literacy and technology skills for their grade level as found on the SDE's performance matrix for information literacy and technology education.

### **Community Connections**

- The School District of Calhoun County will report a 10 percent yearly increase in community collaborations that result in better teacher and student access to technology, better teacher and student use of technology, more teacher and student real-world experiences in technology-related fields, more research and evaluation of technology projects, and more community collaboration technology grants submitted and dollars funded.
- The School District of Calhoun County will have a community partnership that provides research and evaluation for a district's major (schoolwide or larger) technology projects.
- The School District of Calhoun County will maintain a K-12 educational portal that lists willing community participants and partners who can provide services to supplement the curriculum.
- The School District of Calhoun County will provide and document professional development training in how to access and use available community resources. Results will be reported through the SDE on-line professional development tracking system.

### **Support Capacity**

- Assess current district LAN and WAN, classroom workstation needs; compensate for appropriate growth

## **2013-2014**

### **Learners and Their Environment**

- Seventy-five percent of the district's students will have created technology portfolios documenting their acquisition of grade-level-appropriate competencies as well as their use of a variety of technology tools to complete authentic tasks.
- Seventy-five percent of the district's students will possess effective communication skills and technology literacy as evidenced by teacher and student technology portfolios and by presentations at technology conferences and fairs.

### **Professional Capacity**

- One-hundred percent of the district's teachers will possess technology proficiency as evidenced by teacher technology proficiency assurance forms. One-hundred percent of the state's teachers will also demonstrate proficiency by maintaining teacher and student technology portfolios, keeping a journal of course experiences, interacting with the school technology coach, and integrating technology into the curriculum to teach the state curriculum standards.
- Each school will have a technology coach who trains teachers and visits classrooms to help teachers integrate technology into the curriculum.
- Each School will have an assistive technology assessment team that coordinates assistive technology assessments for students with special needs.

### **Instructional Capacity**

- Seventy-five percent of teachers will integrate technology and information literacy skills into their teaching of the South Carolina academic standards as evidenced by the technology proficiency assurance forms and teacher portfolios.
- Seventy-five percent of students will meet the information literacy and technology skills for their grade level as found on the SDE's performance matrix for information literacy and technology education.

### **Community Connections**

- The School District of Calhoun County will report a 10 percent yearly increase in community collaborations that result in better teacher and student access to technology, better teacher and student use of technology, more teacher and student real-world experiences in technology-related fields, more research and evaluation of technology projects, and more community collaboration technology grants submitted and dollars funded.
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### **Support Capacity**

- Assess current district LAN and WAN, classroom workstation needs; compensate for appropriate growth

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